

S-E-C-R-E-T

16 OCT 1967

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Operations School

SUBJECT : Course Report, Operations Support No. 1-68 (76)
11 - 29 September 1967

REFERENCE : Course Report, Operations Support No. 75
8 May - 2 June 1967

Class Composition

1. Twenty-five students were enrolled and nineteen completed Operations Support Course No. 1-68. On 11 September, the Friday before the course began, the Africa Division cancelled five individuals. There was no specific reason given which applied to all five. One student from WH Division was withdrawn midway in the course due to the cancellation of her overseas assignment. Thirteen students had attended a liberal arts or business college. There were three degrees; the remainder had completed secondary schools. The average age of the class was twenty-eight. The grades averaged GS-6 and ranged from GS-4 to GS-11. Entry on duty ranged from April 1955 to June 1967 with an average length of service of twenty-seven months. Four members of the class had had Administrative Procedures.

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2. All were preparing for overseas assignments. Two persons were from DDI - [REDACTED] The remainder were from the Clandestine Services with assignments in the WH, NE, FE, EUR, SB and AF areas.

Course Changes

3. This was the first running of the three (versus four) week Operations Support Course. The reduction of five days was achieved by removing the lecture on Medical Support to Operations, three full-length tradecraft films and the attendant tradecraft summary, tests and critiques, plus lectures and practical work on Shipment of Household Effects and Foreign Travel.

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4. Additions to the course were the lecture on Overseas Effectiveness and a panel discussion entitled, Overseas Assignments - Views of Recent Returnees.

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5. The time allotted to Overseas Effectiveness was shared by Mr. [REDACTED] Chief, Personnel Security Division/Office of Security, and [REDACTED] Research and Analysis Group/CI Staff. [REDACTED] talk concentrated on types of employees (staff employees, staff agents, versus non-staff such as military and civilian assignees and contract employees) and the types of security clearances and approvals such employees are given. The purpose of Mr. [REDACTED] coverage was to explain the degree of exposure to classified information that non-staff employees may have at an overseas installation and to clarify the need-to-know principle under these circumstances.

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6. [REDACTED] approach to the CI aspects of Overseas Effectiveness is best described as a "happening". His dramatic style is calculated to startle, and when [REDACTED] had finished there could be no question in the minds of the students that security is a twenty-four hour job and especially in an overseas situation. This is undoubtedly an appropriate time to restate sound security principles in view of the students' imminent departure for overseas combined with the generally limited work experience and youthfulness of the Operations Support enrollment.

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7. The panel for the discussion of Overseas Assignments was composed of three individuals who had completed tours of duty in [REDACTED]. Of particular interest to the class were the divergent job responsibilities of the two individuals who were at small posts in contrast to the equally heavy but less varied workload of the individual at the larger post.

8. Future panel discussions can be improved by providing the participants with an outline and, possibly requesting the class to submit some questions in advance. The class felt that more areas and both sexes should be represented. We will endeavor to do this for the November course.

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9. [REDACTED] the revised live tradecraft problem, encompasses, as before, exercises in [REDACTED] personal meetings and contact reporting. The previous problem, [REDACTED], required individual effort in each phase and each student was graded on his own effort. [REDACTED] students are organized into teams of five or six and work together. Team leadership is rotated to give each student responsibility for one of the several tasks. There are group critiques but no individual evaluations.

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This first running of the problem was necessarily experimental. The students responded well but, during the critique, expressed some disappointment that they were not required to participate in a more aggressive surveillance (the problem calls for a stake-out) or make individual personal contact (contact is made by the person who is team leader of that portion of the problem). It is possible that a foot-surveillance problem can be incorporated but personal contact for each student would require more instructors than are normally available. These points will be further explored before the next running.

10. The method of instruction on Cable Procedures was changed from the formal $2\frac{1}{2}$ - 3 hour lecture presentation to a self-study exercise of fifty-nine true-false, fill in, and matching items that the student worked while reading the Cable Handbook. The study exercise was critiqued as soon as all students finished the assignment. Following this, the regular practical exercises and test were completed. Student performance on the cable test was as good as in previous courses. The exercise is an adaptation of a similar one developed in the Support School for CT Support students. Dispatch Procedures is another subject which lends itself to self-study and material will be prepared to implement this technique.

11. One advantage of the self-study method in lieu of the formal lecture is that those students who are rapid readers (learners) or who are more experienced, can utilize the extra time for additional work in this or other course subjects.

Student Evaluations

12. The grading scale has been changed from Outstanding-Strong-Proficient-Adequate-Weak to Excellent-Satisfactory-Unsatisfactory. As already mentioned, the design of the [REDACTED] problem precludes individual assessment and grades are not computed. However, outstandingly good or poor performances may be noted on student Training Reports.

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13. A completion-type exercise of 108 items covering all trade-craft lectures was devised to provide students and instructors a means of measuring student comprehension. Although the students demonstrated a satisfactory understanding of the material some questions will require reworking. The critique of this exercise proved to be an excellent extension of the learning process and provided a usable tool for the summation of the tradecraft subjects.

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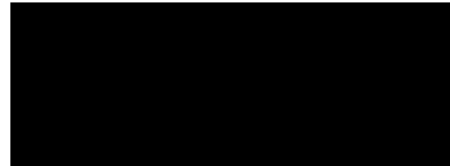
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14. Practical problems to assess skills in Dispatches and Cables were used as in previous courses. The Objective Test covered all subjects taught in the course, except tradecraft.

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15. Adjustments in specific subjects as discussed above will be implemented in the course commencing 13 November 1967.



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() Chief Instructor

Attachment: Course Schedule
(w/orig. only)

HT/OS/TR [redacted]:js

Distribution:

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- Orig - DTR
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